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ABSTRACT

This self-contained home economics miniunit on housing is part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Each unit is designed to be free of sex-role stereotyping and is identified as level I (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks. The title and level of this unit is Space for Living (level II). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (Some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus description of the development and field testing of the units are included. (HD)

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MIDDLE SCHOOL - JUNIOR HIGH

CO-EDUCATIONAL

MINI UNITS IN HOME ECONOMICS

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FORWARD

Curriculum development is a continuous and unending activity. Responsible and concerned classroom teachers and other educators through their own initiative undertake activities directed toward the improvement of curriculum. In addition, from time to time changes occur in the societal context which provide special impetus for serious and considered attention to the questions of what ought young people to become and how can curriculum contribute to the development of valued capabilities.

In 1972, the Minnesota State Board of Education issued a policy statement indicating their commitment to the provision of equal educational opportunity for all. The Board recommended that sex role stereotyping and all practices which perpetuate sexual stereotyping in school programs be eliminated. The recommendation further indicated that appropriate action be undertaken to eliminate sex bias from curricular and instructional materials used in elementary and secondary schools. In 1974, a contractual agreement was initiated by the Division of Vocational-Technical Education of the Minnesota State Department of Education with the Department of Vocational-Technical Education and the Division of Home Economics Education of the University of Minnesota for the purpose of developing curricular materials in home economics which would provide equal educational opportunities for boys and girls at middle school/junior high school level.

Audrey Grote, Vocational Program Supervisor for Consumer Homemaking, served as the representative of the State Department of Education to the project. Dr. Roxana Ford, chairperson of the Division of Home Economics Education, University of Minnesota, was director of the project. Helen Henrie, instructor in home economics education, University of Minnesota, served as leader for the several developmental phases of the project. Twenty-four junior high school nome economics teachers participated in the development, field trial and revision of the units. Additional junior high/middle school teachers participated in the field trial of the units.

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DEVELOPMENT OF CURRICULAR MATERIALS

Selection of Teacher Writers:

Middle school/junior high school home economics teachers throughout the state were surveyed in 1974 to determine their interest in and need for curricular materials in home economics which would be free of sex role stereotyping. A number of the respondents indicated that the home economics program in their school would be integrated during the 1975-76 school year. Furthermore, they expressed a need for curricular materials which would present tasks associated with home and family living as appropriate for females and males. Approximately 30 respondents indicated their interest in participating in the Home Economic curriculum development project at the middle school/junior high school level. From this group, twenty-four teachers were identified to participate in the development of materials and in the field trial of materials in co-educational classes.

Decision to Develop Mini Units:

Data gathered regarding the scheduling of classes in home economics at the middle school/junior high school level indicated that the semester length offering was most often used for required and elective courses in home economics. The second most frequently used scheduling was the year long course followed by trimester and quarter length offerings. This data appeared to reflect the practice of scheduling girls into home economics and boys into industrial education. With the introduction of co-educational classes it seemed reasonable to assume that new courses would be of shorter duration in order to accomodate larger numbers of students in the same facilities and time frame. Furthermore, shorter units of study seemed to be appropriately matched to the developmental interests of early adolescents. Therefore, it was decided to develop curricular materials which could be taught in relatively short periods of time; thus providing students with opportunities to explore several areas of study within a 6, 9, or 12 week period of instruction. The term mini unit was coined to describe the short self-contained curricular materials which would be designed to provide boys and girls learning opportunities in home economics.

Selection of Mini Units for Development:

Curriculum development involves the consideration of alternatives and the making of choices among those alternatives. As curriculum is planned the following questions arise:

- What changes in pupil behavior or capabilities ought to result from the experiences which comprise the curriculum?
- What knowledge, skills and attitudes are necessary for pupils to develop if the objectives of curriculum are to be accomplished?
- What approaches to learning will assist students in accomplishing the objectives of the curriculum?
- What means can be used to determine whether students have accomplished the objectives of curriculum?

Answers to these questions may be formulated in a variety of ways. For this project the teacher-writers from various locations in the state participated in a series of meetings at which time the following basis for curriculum development were examined: conceptions of the learner and the learning process, developmental characteristics of the early adolescent, current societal conditions and purposes of the field of home economics. As a result of this study the following point of

view regarding the purpose of instruction in home economics at the middle school/ junior high school level was developed.

It is assumed that individuals, both female and male, have the right to full self-development. Furthermore, the individual is viewed as possessing the potential for the development of a variety of capabilities. The individual is considered an active agent in directing her or his own development. Growth and development of capabilities, is believed to result when the individual interacts with the environment. As the individual interacts with the environment, he or she is capable of developing meaningful knowledge and of interrelating and organizing knowledge. The developing person is considered capable of complex behavior involving considering ideas simultaneously, ordering them and adapting them to meet new situations. This conception of the learner as self-directing, possessing the potential for continuous growth and development, and capable of exercising intelligence in coping with life circumstances appears to be consistent with a society which is dedicated to and dependent upon the development of free, rational, and responsible individuals.

Young people of middle school/junior high school age have reached or are approaching a stage of development which is characterized by search for individual identity, new levels of physical maturation, desire for group acceptance, and the development of intellectual abilities related to problem solving and value development. The emergence of these characteristics has implications for the development of curricular materials which will foster in students comprehension of physical and social environment in which they live. Furthermore, curricular materials which would be consistent with these capabilities would develop students' ability to make informed and reasoned decisions and to execute them effectively.

The desirability of assisting young people to develop these capabilities becomes more apparent in the context of societal conditions. Individuals in the currently complex and ever-changing society face life situations for which there are few, if any, satisfactory ready made solutions.

Among the areas of living in which individuals are required to seek solutions and assume personal decision making power are those which have as their focal points personal, home and family life. As individuals make personal decisions and interact with family members, other individuals, and groups, conditions are produced which affect the well-being of those involved. Furthermore, when individuals interact with objects and materials which are related to the home and perform tasks associated with home and family living, conditions are produced which affect the development of people. Simply stated, the decisions of individuals regarding what to do and what not to do in the realms of personal, home and family life result in conditions which may be beneficial to the development of human potential or may be detrimental to that development. With these ideas in mind it was judged that curricular materials in home economics at the middle school/ junior high school level would foster self-development and provide for equal educational opportunity if they provided opportunities for boys and girls to consider the roles they may assume as family members, consumers and wage-earners in home economics related occupations, and if they encouraged boys and girls to explore decision making tasks related to personal, home and family living.

The developmental characteristics of young people, current societal context and knowledge of the field of home economics, were used as guides in the identification of decision making tasks likely to be experienced by middle school/ junior high school students. Through a process of consultation which involved Audrey Grote, Helen Henrie and the teacher-writers, 25 mini units were selected for development.

The development and writing stage of the project was carried on from August 1974, through March 1975. During this time, materials underwent several revisions and copies were prepared for field trial. Twenty-two units were completely developed.

Arrangement for field trial of the mini units were begun in November 1974. A letter inviting participation in the field trial was sent to middle school/ junior high school home economics teachers. To the group of 131 teachers who responded indicating an interest in the field trial, 205 mini units were distributed. At the close of the field trial in June 1975, ninety-five units had been returned with completed field trial data. Each of the mini units had been used with at least one group of students. Several units were used in six to eight classes. The average number of field trials per unit was 3.80. A total of 3,566 students participated in the field trial. Seventy-eight percent were female and twenty-two percent were males. Evaluations of the mini unit were completed by the teachers and the students responded to an opionnaire. Responses from the teachers and students were considered in the revision of the mini units.

Revision of the mini units included the following activities. Evaluative statements from the field test teachers and students were summarized. A conference was held with each teacher-writer to examine the evaluations and identify further modifications which would enhance the units. The final revision of the units was carried out by the project leader and assistants.

Throughout the development of the mini units a conscious effort was made to eliminate sex role stereotyping. The decision-making tasks and the related body of knowledge which are focal points of the mini units are those engaged in by females and males. Furthermore, all tasks are presented as appropriate for both men and women. Females and males are depicted as successful and unsuccessful. Members of both sexes are depicted in a variety of roles. The major portion of the conceptual content related to the various decision tasks applies equally to females and males. For example, clean hands, clean clothing and hygienic practices reduce the likelihood of contimination of food. Also, a child's third year is one of physical growth and development. Coordination of large muscles develops and the child is capable of running, riding a tricycle, and carrying large, lightweight objects. Small muscle coordination also develops and the child feds herself/himself with greater skill and handles other objects with better coordination. When a difference in empirical knowledge occurs and is related to sex, statements which describe or apply to males and females are identified.

Format of the Mini Unit:

Each mini unit is composed of an introductory page, the body of the unit, and a section of support materials. The introductory page provides an overview of the unit, including a brief description of the focus of the unit, a statement of rationale, the objectives, suggested grade level, and an estimation of the time required for completion of instruction. The body of the mini unit is composed of three sections. The Conceptual Content contains statements which identify the concepts and generalizations which are relevant to the exploration and understanding of the areas of study and achievement of the objectives. The Pupil-Teacher Interaction describes the particular approach to learning which is being suggested. The role pupils and teacher in carrying out the activities are identified together with the support materials to be used. The Support Material

section identifies by number and page the suggested materials which can be used in the pupil-teacher interaction. In some instances, a copy of the material is provided and in other instances the material is to be secured from a source identified in the reference section which appears at the end of each mini unit. Evaluation procedures are not included in the mini units as time did not allow for the development of this aspect of the materials.

The mini units are identified as level I or level II. Level I units provide basic learnings in an area and assume no prior formal educational experience on the part of the students. These mini units are suggested for grades 6 - 7. Level II units extend learnings and introduce new learnings in various decision areas. These units are suggested for students in grades 8 - 9. The suggested time required for completion of a unit of study varies from 3 - 9 weeks. Units which incorporate considerable laboratory experience require 6 - 9 weeks.

INDEX TO MINI UNITS

CAREER EXPLORATION	Page
What Do People Do All Day?	8
Looking at Food Service	8
Enjoying and Understanding Young Children	8
Jobs: Sewing and Selling	9
CLOTHING AND TEXTILES	
Clothing Care and Repair	9
Personality, Lifestyle and Clothing	9
Consumer Clothing	10
CONSUMER BEHAVIOR	
Consumer Decision Making	10
Dealing With Dollars	11
Metric Mind	11
NUTRITION AND FOOD PREPARATION	
Good Health Through Nutrition: How Do You Measure Up?	11
Nutrition: Buying and Selling	12
Foods With Taste Appeal	12
Enjoying Outdoor Cookery	12
HOUSING	
Space for Living	13
PERSONAL DEVELOPMENT	
Grooming and You	13
Becoming a Person - A Lifelong Process	13
Making the Most of Your Resources	14
Understanding Yourself and Human Sexuality	14
Together: You and Your Family	14
Learning to Care for Children	15

Career Exploration

Unit Title: What Do People Do All Day?

Suggested Time: 3 weeks.

Unit Focus: In an effort to allow young people to explore lifestyles, this unit emphasizes an investigation of those activities carried on within the home, at one's chosen occupation and during leisure time. The unit attempts to help young people understand the relationship between choices made and the resulting lifestyle. Students are alerted to the personal power they can exercise to develop a desirable and satisfying lifestyle. An exploration of home economics wage earning occupations and the occupation of consumer-homemaker are included.

Level: II

Educational Background: None required.

Unit Title: Looking at Food Service

Suggested Time: 6 weeks.

Unit Focus: The focus of this unit is the exploration of various food service occupations. Through study trips and simulated experiences, students have the opportunity to become acquainted with several occupations related to the preparation and service of food in quantity. Instruction is planned to familiarize students with those areas of study which are basic to several food service occupations. Included are sanitation, service of food, safety, job satisfactions and preparation for various jobs. Basic food preparation techniques, use of equipment and cost control are included in the unit but are not major points of emphasis.

Level: II

Educational Background: It is suggested that this unit be taught to boys and girls who have a basic understanding of food preparation and have some familiarity with food preparation from an experiential base.

Unit Title: Enjoying and Understanding Young Children

Suggested Time: 6 - 9 weeks.

Unit Focus: The care and guidance of young children is the theme of this unit. Direct experience with preschool children is suggested as a primary learning experience. The activities and procedures carried out with the children in the preschool are considered in terms of their effect on the development of the young child. Attention is directed to career opportunities related to child care.

Level: II

Educational Background: None required.

Career Exploration (cont.)

Unit Title: Jobs: Sewing and Selling

Suggested Time: 6 weeks.

Unit Focus: The clothing industry is used as a vehicle to introduce students to the economic system and the role of producers and consumers. An item made from textiles is selected by students and teacher to be produced in the classroom and sold. Students participate in making managerial decisions and perform tasks as production workers in a simulated factory. Job applications, interviews, and time work records are completed by students. Attention is given to satisfactions associated with various jobs. Students have some opportunity to develop sewing skills.

Level: II

Educational Background: It is assumed that students have some background in clothing construction and limited experience in the operation of the sewing maching. If students have had no experience, the suggested time should be extended 1 - 2 weeks.

Clothing and Textiles

Unit Title: Clothing Care and Repair

Suggested Time: 2 - 3 weeks.

Unit Focus: Clothing storage, laundry and simple repair. Attention to procedures and the effect of procedures on the appearance and life of wearing apparel.

Level: I

Educational Background: None required.

Unit Title: Personality, Lifestyle and Clothing

Suggested Time: 2 - 3 weeks.

Unit Focus: Clothing selection for the individual is the central theme of the unit. Attention is given to the functions of clothing and the influence of values in the process of selecting clothing. An introduction to wardrobe planning is incorporated. Opportunities are provided for students to examine and observe actual fabrics and garments. These experiences are used to develop understanding of the elements of color, texture and line as they relate to clothing design and selection.

Level: I

Educational Background: None required.

Clothing and Textiles (cont.)

Unit Title: Consumer Clothing

Suggested Time: 3 weeks.

Unit Focus: Alternative methods of acquiring clothing are explored in terms of resources required and problems or risks involved. Knowledge of the properties of textile fibers and information provided by textile product labels are presented as resources useful in acquiring clothing whether clothing is purchased ready-made or self-constructed. Indicators of quality in garment construction are identified, and students have the opportunity to examine and compare garments for quality of construction. Attention is given to factors which affect prices charged and the relationship of price and quality. Experiences are provided which encourage students to relate factual information to clothing acquisition problems and decision making.

Level: II

Educational Background: None required.

Consumer Behavior

Unit Title: Consumer Decision Making

Suggested Time: 3 - 4 weeks.

Unit Focus: Consumer decision making is approached as an activity directed toward the satisfaction of needs and one which is influenced by a variety of factors including the knowledge and values of the consumer. It is suggested that students select a consumer decision making project which can serve as a point of reference for the learnings incorporated in the unit. Class activities focus on understanding the relationship of various factors to consumer decision making. Merchandising practices including packaging, labeling, advertising and pricing are studied as well as other sources of information available to the consumer. Students have the opportunity to participate in the several phases of consumer decision making.

Level: II

Educational Background: None required.

Consumer Behavior (cont.)

Unit Title: Dealing With Dollars

Suggested Time: 2 - 3 weeks.

Unit Focus: The unit introduces students to the functions of money in meeting needs and wants of individuals. Experiences in the unit provide opportunities to develop understanding of such concepts as goals, values and resources as they relate to money management behavior. Sources of money income and practices which increase purchasing power or extend money income are among the concepts presented which enable the student to examine her/his own money management practices.

Level: II

Educational Background: None required.

Unit Title: Metric Mind

Suggested Time: 2 weeks.

Unit Focus: The unit provides a short and basic introduction to the metric system of measurement. Emphasis is on learning to think metrically. The major part of the unit includes understanding the basic units of measurement in the metric system and their interrelationship. Students have some opportunity to use the metric system in simple problems. Activities in sections are designed to acquaint the students with the use of the metric system in the role of consumer and homemaker.

Level: I or II

Educational Background: None required.

Nutrition and Food Preparation

Unit Title: Good Health Through Nutrition: How Do You Measure Up?

Suggested Time: 2 - 3 weeks.

Unit Focus: The basic food nutrients and their effect on the health and well-being of individuals is the central theme of the unit. Through experiences in the unit, students have the opportunity to become familiar with the Recommended Daily Dietary Allowances for the basic nutrients and food sources for those nutrients. The caloric value of foods and the relationship of calorie intake to calorie output is studied. As the nutrients are studied, students will either test food samples for nutrient content or see demonstrations of tests for nutrients. Opportunities are provided for students to taste foods which supply nutrients in significant amounts and to determine from reliable sources the nutrient and caloric value of foods.

Level: I

Educational Background: None required.

Nutrition and Food Preparation (cont.)

Unit Title: Nutrition: Buying and Selling

Suggested Time: 3 weeks.

Unit Focus: The selection of foods which will provide adequate nourishment is the focus of this unit. Factors which influence food choices are identified. The Recommended Daily Dietary Allowance is introduced as a guide to the selection of foods. Nutritional labeling, food fads and fallacies, food advertisements and food prices are examined to determine their usefulness in the selection of foods which provide essential nutrients. Experiences incorporated in the unit provide opportunity for students to observe, describe, differentiate, compare, and formulate generalizations.

Level: II

Educational Background: Learnings in the unit assume previous study of nutrition.

Unit Title: Foods With Taste Appeal

Suggested Time: 3 - 4 weeks.

Unit Focus: The unit provides an introduction to learnings which are basic to the preparation of foods that are nutritious and appealing to the appetite. Demonstrations, films and illustrated presentations are used to help students develop learnings related to nutrition, sanitation, personal hygiene, safety, standardized recipes, food preparation equipment and principles for the preparation of selected foods. Laboratory experiences are suggested which will provide direct experience with the various learnings.

Level: I

Educational Background: None required.

Unit Title: Enjoying Outdoor Cookery

Suggested Time: 6 weeks.

Unit Focus: Three types of outdoor food preparation settings provide an organizational structure for student activities in the classroom and outdoors. Principles of food storage, preparation and serving are included in the unit. Meat, vegetable and pasta cookery principles are presented with attention to adaptations to outdoor facilities. The preparation of quick breads, desserts and beverages from recipes adapted to outdoor preparation are included. The basic nutrients and their functions are incorporated in the unit as various types of food which provide those nutrients are studied. Laboratory lessons are interspersed throughout the unit. It is suggested that several preparation and serving experiences be performed in the outdoor settings.

Level: II

Educational Background: This unit is appropriate for students who have completed basic food preparation and nutrition courses.

Housing

Unit Title: A Space for Living

Suggested Time: 3 - 4 weeks.

Unit Focus: The aim of the unit is to develop students' awareness of the environments in which they live and to develop their ability to modify those environments in ways which will satisfy needs. Particular attention is directed to such aspects of home environment as color, line pattern, arrangement of furnishings, utilization of space and care of space and furniture. Experiences are incorporated in which students have the opportunity to simulate choice making and consider effects which result from choices made.

Level: II

Educational Background: None required.

Personal Development

Unit Title: Grooming and You

Suggested Time: 3 weeks.

Unit Focus: Personal appearance, grooming practices, and the choice of personal grooming practices are focal points of the unit. The care of physical features, including skin, hair, and nails, is studied. Experiences are provided which illustrate the development of grooming practices over time and the relationship of selected practices to cultural norms and physical health. The selection of personal care products is used as a means of introducing students to consumer decision making.

Level: I

Educational Background: None required.

Unit Title: Becoming a Person - A Lifelong Process

Suggested Time: 2 - 3 weeks.

Unit Focus: This unit is directed to helping students develop a realistic and favorable self-concept. Experiences in the unit encourage students to accept themselves and seek opportunities for growth and development of personal potential. Individuals are presented as trustworthy, capable and able to exercise self-determination in regard to personal development. Conforming and stereotyping as ways of behaving are examined in terms of the probable effects on personal development. Students have some opportunity to exercise independent thinking and express personal ideas through value clarification and communication exercises.

Level: I

Educational Background: None required.

Unit Title: Making the Most of Your Resources

Suggested Time: 2 weeks.

Unit Focus: This unit introduces students to the management process. The meanings of the concepts, goals, resources and values are developed as well as the inter-relationships of these concepts in the several phases of the management process. Several activities in the unit provide opportunities for students to work through planning, controlling and evaluating phases of the process.

Level: I

Educational Background: None required.

Unit Title: Understanding Yourself and Human Sexuality

Suggested Time: 3 - 4 weeks.

Unit Focus: The unit introduces students to sexuality as a part of human development. Attention is given to the physiological components of sexual development and to the attitudes and feelings about sex which develop as individuals mature. The unit provides accurate information regarding the physiological development of sexuality in females and males. The various modes of sexual behavior and the probable consequences of these behaviors are examined. Experiences are incorporated which encourage the student to think through possible courses of action in regard to sexual behavior and the consequences of those actions.

Level: II

Educational Background: None required.

Unit Title: You and Your Family

Suggested Time: 3 - 6 weeks.

Unit Focus: The unit is designed to enhance the students' understanding and appreciation of the family as a unit of interdependent individuals whose interactions result in environments which affect the development and well-being of individuals. The unit attempts to develop students' awareness of the potential of families of varying structures for meeting the needs of family members. A problem solving strategy is introduced as a framework for the examination and consideration of problems which family members may experience as they interact with each other. Students have the opportunity to select a concern of interest to them and work through the problem solving strategy in regard to that concern. Communication exercises and values clarification activities are incorporated in the problem solving strategy.

Level: I

Educational Background: None required.

Personal Development (cont.)

Unit Title: Learning to Care for Children

Suggested Time: 2 - 3 weeks.

Unit Focus: The unit introduces the student to the concept of child care. Children from infancy to preschool age are presented as developing individuals. The responsibilities of the child care person (baby sitter) and the procedures used with children are considered in terms of their effects on the welfare and development of the child. Employer-employee relationships and responsibilities are considered. An overview of other careers related to the field of child care is included.

Level: I

Educational Background: None required.

TABLE OF CONTENTS

Unit		Pages
14	Space for Living 14- 1	14-16
	Support Material 14-17	14-32

UNIT TITLE: *A SPACE FOR LIVING*

UNIT FOCUS: The aim of the unit is to develop students' awareness of the environments in which they live and to develop their ability to modify those environments in ways which will satisfy needs. Particular attention is directed to such aspects of home environment as color, line pattern, arrangement of furnishings, utilization of space and care of space and furniture. Experiences are incorporated in which students have the opportunity to simulate choice making and consider effects which result from choices made.

RATIONALE: The well-being of individuals are effected by the living conditions which they experience. Housing environments make up a significant part of an individuals living conditions. Understanding of the several aspects of housing environments and effects which may be produced by their environments will contribute to the ability of individuals to create living conditions which are beneficial to them. Junior high school students can begin to make decisions about their home environments and are capable of carrying out plans of action to enhance living conditions for themselves and family members.

INSTRUCTIONAL OBJECTIVES:

Comprehension of the physical, social and psychological conditions created by housing environments
Comprehension of the relationships of housing environments to the development and growth of individuals
Comprehension of the effects produced by color, texture and line on the ability to carry out selected activiti
Willingness to respond to color, texture and line in terms of effects produced
Comprehension of the effect of organization of furnishings and the ability to carry out selected activities
Willingness to respond to organization of furnishings in terms of effects produced
Comprehension of the effects of orderliness on the functioning of individuals
Willingness to respond to orderliness in every day activities
Comprehension of the purposes of various tasks performed in maintaining a living space
Knowledge of procedures and techniques used in maintaining living space and furnishings
Willingness to carry out tasks related to maintaining living space

EDUCATIONAL BACKGROUND: None. Level II.

SUGGESTED TIME: 3-4 weeks

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: Assemble pictures, drawings, and photographs of a variety of housing environments.	
	Transition: Explain the procedure for brainstorming to students. The task is for students to list, as quickly as they can, all of the different types of housing or shelter that people have used through the ages.	
	Record responses on chalkboard.	
An environment is composed of all the objects, conditions, circumstances and influences surrounding and affecting the individual either directly or indirectly.	Place or write the term "ENVIRONMENT" on the chalkboard, overhead, or flannel or bulletin board.	
	Explain the meaning of the term. Select one of the kinds of housing suggested by students to illustrate the concept: i.e., conditions experienced by cave dwellers, covered wagon dwellers, sod house dwellers, high rise dwellers.	
Housing (house, tent, apartment, mobile home, cave, room or space within a room) is an environment.	Show pictures of types of housing being discussed. Encourage students to describe physical aspects of several types of housing.	
Physical aspects of housing include the structure (size, shape, form), materials (brick, wood, plastic, snow), furnishings, colors, lighting, odors, noises, textures.	Ask: What aspects or parts of a dwelling would be included in the physical environment?	
	Pre-Teaching: Prepare materials for simulated environment activity. Mark an area 8' by 9' on the classroom floor with masking tape. The area should be visible to all students.	S.M.1
	Transition: Housing environment is more than the physical features and /or objects that we can sense. To understand the other aspects of an environment, we are going to do several activities.	
The relationships that individuals have with each other are called their social environment. The physical aspects of housing can affect the relationships we have with other people. The relationships are also affected by the personalities of the individuals.	Direct students in the activity and encourage them to identify the physical, social, and psychological aspects of the environment.	
The physical environment affects the feelings, understanding, and thinking of people. This aspect of the environment is called the psychological aspect.		
	Pre-Teaching: Prepare copies of My Environments.	S.M.2
	Transition: Familiarize students with My Environments. Read through directions and illustrate with personal examples.	
	When students have completed the form, ask: What environments do you experience?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Environments can be considered in terms of the extent to which individuals have control over the environment and have the right to change or modify the environment.	Record responses.	
Those spaces over which an individual has direct control, such as her/his room, backyard, locker, or car are private and personal environments.	Select one example which is a private space (i.e., bedroom) and one which is a public space (i.e., schoolroom). Ask: Who is in charge in this environment? Clarify meaning of public and private space. Write the terms on the chalkboard. Direct students to identify other spaces which are public or private spaces.	
Those spaces over which we usually do not have direct control, such as a store, park, or school, are public spaces. These spaces are shared with other people.	**Pre-Teaching:** Prepare copies of My Favorite Housing Environment.	S.M.3
	Collect magazines, catalogues, and other illustrations which students may use to depict a favorite housing environment. (Students may wish to complete their own drawings.)	
	Transition: Familiarize students with the concept of a favorite housing environment. Describe a favorite environment in terms of physical, social, and psychological aspects.	
	Guide students in describing a favorite housing environment. Descriptions may combine pictures and words.	
	Provide oral or written feedback to students which will help them consider the aspects of the environment which help to make it a favorite environment.	
	How much time do you spend in this environment? Do you stay in this environment for more than an hour at a time? Would you if you could? What is the best thing about the environment?	
	Pre-Teaching: Order The Home: An Environment for Human Growth.	S.M.13
	Transition: Environments which are selected as favorite environments help us to do things which we enjoy or need to do in order to be happy.	
The several parts of a housing environment (physical features, social environment, and psychological environment) have effects on the people who experience or live in that environment.	The structures and spaces in which we live and call houses or homes sometimes help us to do things which we need to do to remain alive and well. Sometimes they help us to do things which add to our enjoyment.	
	As we view the slides, consider the needs which are being met.	
The housing environment can	Following the filmstrip, identify and clarify the relation-	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
be used to meet certain needs that individuals experience. Physical needs are those needs which are biological in nature and must be satisfied and maintained for the body to function properly. The need for food, clothing, shelter, rest and sexual expression are physical needs. Security or safety needs are those which seek to free the individual from threatening or dangerous situations. The need for security includes both freedom from physical danger and psychological fear. Belongingness or love needs include a desire to have close relationships with individuals and groups in which rapport, empathy, sympathy, kindness and mutual trust exist. Self-esteem needs include a desire for individual achievement, competency, independence and freedom. Self-acutalization refers to the human being's desire to develop to her/his fullest potential. The need is initiated by a desire to grow psychologically, creatively and productively. Cognitive needs are those in which a person has a desire to know, to understand and to explain elements of life. Cognitive needs may be exhibited as curiosity and search for knowledge and meaning. Aesthetic needs are described as a desire for order, symetry, and beauty. Cleaning tasks can provide a germ-free environment which	ship of home emvironments to need satisfaction. **Pre-Teaching:** Prepare tape recording of Thoughts of a House. or Review and modify case studies from **The Home: An Enviroment for Human Growth.** Transition: The case studies tell us something about the way in which families use housing. What appears to be most important to individuals in each situation? **Pre-Teaching:** Assemble magic markers of various colors and large sheets of paper 3' x 3'. Divide students into groups of 4-7. Provide each group with a sheet of paper and marking pen. Transition: Individuals and/or groups of individuals who share a common environment often are involved in activities which are designed to change the environment to better meet their needs. In the next few minutes, list on the sheet of paper all of the activities which individuals might undertake to make their environment better meet their needs. Allow time for students to list activities. If students appear to have difficulty with the task, ask; What activities are done every day to change the environment into one which meets your needs? What things are done weekly? monthly? when seasons change? What things do other people do to make the environment meet needs? Examples: dusting — repairing broken steps painting — arranging furniture cleaning floors — acquiring new furniture washing windows — refinishing furniture Display student charts. Ask: Which tasks seem to be similar? Why do those tasks belong together? Encourage students to form groups of similar tasks and identify basis for grouping. Continue to explore the purposes toward which the several tasks are directed. When several different major	S.M.4

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
should safe-guard persons' health.	goals have been identified, explain that people are not always satisfied with the results of their efforts. Cite a personal example or ask students to give examples.	
Ordering and arranging tasks may provide an environment more suited to particular work or activities. Individuals will experience a sense of accomplishment rather than frustration as they go about their work.	For example, a person rearranges furniture and then finds it inconvenient for several activities.	
Repair tasks can provide a safer environment in which to live and work.	Someone paints or decorates a room and finds the color too stimulating.	
Changing color and pattern in a space may provide a level of stimulation suited to the activities which go on in the room.		
Many activities allow an individual to express something about her/himself.		
The tasks or activities are directed toward providing an environment which will contribute to the well-being of people.	**Pre-Teaching:** If possible, secure the use of a spot light and colored filters or prepare colored slides using Vis a Vis colored marking pens on acetate film. Mount in slide frames. Color settings might include: yellow - full intensity, high value purple - medium intensity, high value green - low intensity, low value red - low intensity, high value Provide each student with card and pencil. Transition: Today we are going to try to experience color and become sensitive to our feelings in environments which are different colors. On the card write words which describe your feelings in the different colored settings. Darken the room and use the colored filters to produce a number of color settings. As students experience the color settings, ask: How do you feel? What activities might you want to do in an environment this color? Or In the regular classroom, ask students to close their eyes and imagine that they are in a small enclosed space, such as a closet, which is full of each of the colors.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Show the particular color and ask students to think about the activities they would feel like doing in that colored setting.	
	Share orally some of the students' reactions to the colored settings.	
Some colors tend to have the effect of stimulating activity in individuals.	Encourage students to summarize their ideas. Direct attention to the relationship of color to the level of activity in the tasks identified and to the individual variation in activity identified.	
Some colors tend to have the effect of calming individuals and do not stimulate activity.	**Pre-Teaching:** Collect paint samples of primary colors plus white and black, a plastic egg carton (for mixing colors), water, and a large surface on which to paint.	
	Transition: We have experienced color in one way and have some ideas regarding the effect of color on the kinds of activity which a person might choose to carry out in that colored environment.	
	Let's look at color in another way.	
The primary colors are red, blue, and yellow.Other colors are made by mixing these colors.	Mix the colors and illustrate the relationship of the hues to each other. A color wheel may be produced as a result of this exercise.	
Related colors are those that share a common hue or color.	Ask students to identify related and unrelated colors.	
Orange is related to red and yellow. Yellow is related to green and orange.		
Contrasting colors are those that do not share a common color.		
Yellow is not related to purple, blue, or red.		
The quality of color which is sensed as lightness or darkness of a color is called value.	Illustrate the concept of value in color by mixing both high and low values of a particular hue. Paint on paper so students can see the differences in value.	
Light or high value colors are produced by adding white to the color.	Ask: Which of the colors attract and hold your attention?	
Dark or low value colors are produced by adding black to a color.	Refer to the color wheel. Explain the inherent value of the colors in their pure form. For example, yellow is a higher value than blue.	
	Describe colors visible in the room in terms of hue and value.	
The quality of a color which is sensed as brightness or dullness is called intensity.	Mix colors to illustrate variation in intensity of colors.	
	Encourage students to describe the intensity of the colors	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Full intensity colors or birght colors have had no complement added.	as they are mixed.	
Dull or low intensity colors have had a complement added.	Using the colored objects and surfaces visible in the room, ask the students to describe the intensity of the colored object or space.	
	Pre-Teaching: Divide students into pairs. Prepare an envelope for each set of students containing separate slips of paper on which are written a variety of activities which are carried out in housing environments.	
	for example, sleeping, listening to records and/or radio, talking with friends, reading, eating, typing, playing musical instrument, balancing check book, writing letters.	
	Include activities of various members of the household.	
	Transition: In the envelopes are slips of paper on which are listed various activities. Some of these involve physical movement; others involve mental activity.	
The housing environment is used by individuals as a place to carry out a number of tasks.	Place the tasks in groups which are similar.	
The tasks vary in the amount of physical and mental activity required.	Encourage students to group tasks which are similar on the basis of type and level of activity.	
Some tasks require physical activity.	Is the body active? Is the mind concentrating?	
Some tasks require mental activity and concentration.	Guide students in forming groups of activities which are similar in regard to level of activity and type of activity.	
Some tasks require little or no activity. These tasks require inactivity.	Have students add other activities which they carry out to the appropriate groups.	
The level of stimulation produced by colors and color combinations can be varied.	**Pre-Teaching:** Collect a variety of colored papers, paint samples, colored fabrics, paintings, or colored pictures. (Items will be used to stimulate students' consideration of color concepts and effects produced by color.)	
Colors which are greyed (not pure) low intensity decrease the level of stimulation.	Transition: Explain and illustrate with pictures of actual housing environments the relationship between color, the level of stimulation provided, and the effect on activities of human beings.	
Colors of low value (dark) decrease the level of stimulation.	For example, hospital rooms usually are painted and decorated in low intensity colors. Drive-ins often are painted and decorated in light, bright colors.	
A low level of stimulation in the environment promotes rest and relaxation.		
Colors which are pure or full		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
intensity increase the level of stimulation.		
Colors which are of high value (light) increase the level of stimulation.	Encourage students to think about the colors in one of their environments. What relationship is there between the colors, the amount of stimulation provided, and the kinds of activities which go on in the environment?	
The high level of stimulation in the environment promotes physical activity.	**Pre-Teaching:** Prepare copies of Color an Environment.	S.M.5
A medium level of stimulation in the environment promotes mental activity and concentration.	Provide colored materials which students may utilize to complete the Color an Environment activity.	
	Transition: Familiarize students with Color an Environment activity.	
	As students work, encourage them to describe colors in terms of the value and intensity of the color.	
	Assist students to differentiate between personnal preference for a color and the effect it may produce in stimulating activity.	
	Share student selections and reasons for selections.	
	Pre-Teaching: Develop descriptions of housing environments and individuals who want to change the level of stimulation in a given room or area.	
	For example: A dining area is being changed into a family room. The walls are beige and the rug is dark brown. The rug cannot be changed. The walls and draperies can be changed in color.	
	Transition: Pose problems to students which will allow them to select colors of varying hues, values, and intensities which would provide the appropriate level of stimulation.	
	Share student selections and reasons for selections. Encourage students to describe colors in terms of the value and intensity of the color.	
Color can emphasize or camouflage objects or aspects of an interior environment.	**Pre-Teaching:** Collect illustrations of the conceptual content and identify illustrations of those ideas in the color schemes in the classroom and school buildings or public buildings that students might know. The students' solutions to problems in the preceding exercise may be used as illustrations.	
Contrasting color combinations are produced by combining colors which vary greatly in value and/or intensity. Objects or parts of an interior are emphasized when contrasting colors surround it.	Transition: Explain and illustrate content with pictures and real illustrations familiar to students. Students may cite examples they are familiar with which illustrate content.	
Hues themselves are contrasting if they do not share a common hue. Contrasting hues emphasize features of a room or space.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Features or objects whether rooms or space are camouflaged if they are similar in hue, value and itensity to the background area.		
The moods or feelings associated with colors are due to the association of color and nature, for example, feelings of warmth or coolness.		
Other meanings associated with a particular color are learned ideas and differ because of individual experience.	**Pre-Teaching:** Collect and identify within the classroom objects of varying textures. Transition: Display several objects. Direct students' attention to objects. Ask: What words describe the appearance of this object? Record responses.	
Texture refers to the surface quality of objects, materials, or substances. The surface quality may be sensed through touch and through sight. Texture refers to how a material feels and the manner in which light is reflected from it.	Blindfold several students and have them touch the same or similar objects and describe the objects. Record responses. Compare the words in the descriptions and point out those that refer to texture. Assist students as they develop a simple definition of texture. **Pre-Teaching:** Assemble several objects or surfaces of similar color (hue, value, and intensity) which have different textures.	
Surfaces which are smooth and shiny in texture reflect light and stimulate the sense of sight. Surfaces which are rough and dull do not reflect as much light and do not stimulate the sense of sight to the same degree as those that reflect light. Attention is more readily attracted to smooth, shiny surfaces than to rough, dull surfaces.	Transition: Ask students to identify the object which is noticed first and its texture. Repeat activity several times to illustrate the relationship of texture to stimulation and attraction. Ask students to examine objects in the room and group them as stimulating or less stimulating. Share ideas and clarify effect of texture on power of attraction and stimulation and the relationship of color and texture to stimulation. **Pre-Teaching:** Collect samples of wallpaper, fabrics, floor covering, and other types of patterned materials which might be used in interiors. Each student will need a sheet of paper and a pencil. Transition: Draw a line. Look at the line. What direction does it take? The eyes are carried across space by a line.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Line is part of every housing environment. Line is sensed by the eye and influences the movement of the eye from point to point. Lines which are unbroken and continue in a direction tend to be restful (horizontal and vertical). Lines which are broken and change direction tend to stimulate the movement of the eyes and are exciting or less restful (diagonals, curves). Lines are combined to form patterns which also vary in the stimulation which they provide. Color, texture, and line are combined in the materials which are used as part of the physical environment in housing. Materials may be selected and combined to provide a particular level of stimulation.	Besides indicating direction, line also produces feeling or mood. Draw a line that gives you a feeling of excitement. You may need to experiment. Can you think of ways in which line is used in life to produce feeling? Let's list your examples on the chalkboard. (Possible examples: the arched door of a church that gives a feeling of space and dignity, the sunset on the horizon which gives a feeling of restfulness and tranquility.) Arrange groups of items on the basis of the type of line in the pattern and the level of stimulation provided. Show students several other samples and have them consider the level of stimulation and the lines which create that particular level of stimulation. Pre-Teaching: Arrange for the use of a flannel board, bulletin board, or other surface, approximately 24" x 18". Divide the space into smaller areas of surface visible in a room. accessories curtains, draperies upholstery or fabric wood ceiling walls floors Assemble materials (paint, wall coverings, floor coverings, fabrics, etc.) appropriate for decoration of interiors. Develop a description of rooms and activities carried out in these rooms. Transition: Divide students into pairs or small groups.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Give each group a room description. Guide the students in creating an environment appropriate to the activities carried out in the room.	
Color, texture, and line are combined in the materials which are used as part of the physical environment in housing. Materials may be selected and combined to provide a particular level of stimulation.	Materials selected by the students may be displayed and students may consider the effects produced. **Pre-Teaching:** Prepare copies of Space, Activities, Furnishings. Transition: Another part of every physical environment is the space enclosed in that environment. We are going to study the space in an environment. Let's begin by looking at the space in the classroom. The teacher may wish to illustrate the conceptual content by describing how the classroom is used for a number of different activities and how different individuals have control over the spaces and activities.	S.M.6
The control of a given space is likely to be shared with other persons who use the space.	For example: Teacher - general area, lights, arrangement of displays, desks, etc. Pupils - area around their desks, other work areas, lockers, etc. Custodian - the total room at some time Familiarize students with the Space, Activity, Furnishings activity. Direct students to select an enclosed space they have in their home in which they carry out many activities and have some power to control. It may be a room or shared room or perhaps part of a workroom. Students may also be asked to list the activities which they carry out in the particular space, i.e., sleeping, dressing, entertaining friends. Call students' attention to the second column which is titled "furnishings." If students' concept of furnishing is limited, illustrate the idea with some examples from the classroom, i.e., desk, chair, table, etc. A closet is not a furnishing, since it cannot be moved. **Pre-Teaching:** Collect pictures of different types of beds or chairs.	
Furnishings are those physical objects in space which can be shaped or moved to provide for activities. Furnishings which permit or	Transition: Teacher and pupils in a large group may explore an activity such as sleeping and a basic piece of furniture which would help to achieve that activity. Show a picture of a single bed which might be similar to the type found in students' homes. Is this bed functional? Would this bed be satisfactory or help you to carry out the	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
help individuals in the accomplishment of activities or goals are functional. Whether a specific item or type of furnishing will be functional depends upon: the general purpose or the function which is to be served; specific requirements which the individual may have for the way in which the function will be met; and the nature of the fixed area in which the furnishing will need to function. A variety of alternative furnishings can be used to carry out a particular activity. When spaces are equipped with functional furnishings, the satisfaction derived from living in that space may be increased.	sleeping, resting activities? Why? Would it be helpful (functional) for an infant three months old, one year old? Why or why not? Would it be functional for an older person? Would it be functional if you lived in a tent or an igloo? Why? What can we say about furnishings which are functional? What makes a furnishing functional? Useful? **Pre-Teaching:** Prepare transparency, flannel graph or drawing to illustrate the room and furnishings described in the case study. Transition: Introduce the case study. Read description of the room and the occupants. Illustrate various aspects of the case study as they are read. Ask: What did you notice about the furnishings and the occupants' use of the room? In your opinion is the arrangement satisfactory? Why? What change might make the space and furnishings more satisfactory?	S.M.8 S.M.7
When furnishings which are used together in carrying out an activity are arranged near each other, efficiency in completing the activity results.	**Pre-Teaching:** Assemble pencils and rulers. Transition: We have had the chance to observe several persons' use of a described space. Today, we want to begin to look at a space that you have some control over and feel is yours. Direct students to make a sketch of space they identified earlier in Space, Furnishings, Activities. (S.M.6) The drawing need not be in scale at this point. Note: Direct students to use the entire page to make the drawing. You may need to illustrate on the overhead projector with a clear transparency. The drawing should include placement of doors, win-	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	dows, closets and any other features which are a part of the structure of the space. As students work at the sketches, you may wish to talk with each student about the sketch and check to be certain the necessary parts are identified.	
	Students can take the sketches home and measure the size of the room, door, windows, closets and write these dimensions on the sketch.	
	Measurements can be rounded to the nearest foot or six inches. Illustrate how to estimate the size of the room and furnishings if student has no measuring tool. (A string stretched from the tip of the nose to the outstretched tip of the fingers is approximately one yard long. A step is approximately three feet in length.)	
	Students can complete a scale drawing of the space in the following class period.	
	Pre-Teaching: Students will need to have their copies of Space, Activity, Furnishings.	
	Order Your Space and Mine: A Behavorial Approach to Environments.	S.M.13
	Transition: Refer students to the activities listed on Space, Activity, Furnishings.	
Some activities which are carried out in fixed spaces (within walls) require privacy or the limitation of interaction and communication among people.	Ask: Which of the activities require interaction with other people?	
	Which of the activities require privacy or limited communication and interaction?	
Some activities which are carried out in fixed spaces (within walls) require interaction and communication with people.	How can arrangements be made to provide for the type and level of interaction needed?	
	View the filmstrip.	
Interaction and communication can be limited by the arrangement of furnishings in a manner that individuals cannot see or hear each other.	Summarize the major ideas presented.	
	Refer students to the scale drawing of their space.	
	Identify areas of activity which require different levels of stimulation and interaction with other people.	
Activities which are unrelated and require different levels or degrees of interaction are likely to be more effectively carried out when they can be separated either by location or time.	Is the room arrangement suited to the types of activity which are carried out in the space? Why? Why not?	
	Pre-Teaching: Assemble copies of ½" scale representations of furniture and envelopes for furniture when cut out.	S.M.9
	Transition: Guide the students in the placement of furnishings on their scale drawings.	
	Trace the traffic patterns which occur as the space and furnishings are used to complete activities. Colored pencils may be used to differentiate different traffic patterns.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Furniture which is arranged to provide adequate space for opening doors to the room or storage space is likely to be in a satisfying arrangement.	Encourage students to identify satisfying arrangements and those which might be made more satisfying.	
	What ideas can be used to guide the arrangement of furnishings.	
Furniture which is placed to allow movement into and around the space is likely to be satisfying.	Balance and spaciousness may be considered. Work with individual students through questioning to assist them in identifying guides for furniture arrangement.	
Furniture which is grouped according to use is likely to produce a satisfying arrangement. Items used together are grouped together.	**Pre-Teaching:** Prepare transparencies of space and furnishings to illustrate clutter and lack of order.	S.M.8
Arrangements which eliminate unused or unecessary items are likely to be satisfying.	Clutter may be illustrated by adding various shaped cutouts to the transparency. Cutouts can be made from opaque materials or from film which can be colored. The latter would more easily depict piled up clothing, magazines, etc.	
	Transition: Direct attention to the transparency.	
Many items which have no apparent order may overstimulate the senses and produce a sense of frustration and tiredness.	Ask: How do you think you might feel if you were to live and work in this space?	
	What are the arguments for and against a space or environment like this?	
Orderliness or neatness refers to the placement of objects or items in a pattern, order, or designed arrangement.	How would you react to a park that appeared as cluttered as this room?	
	How do you react to a room that is orderly?	
Orderliness is produced when items or objects are organized or arranged on the basis of a commonly shared quality or principle, such as use .size material ownership and combinations of these and other characteristics.	What are some general guidelines that might be used to make the room appear more spacious?	
	Pre-Teaching: Identify books in the classroom which have sections devoted to cleaning and maintaining space and furnishings.	
	Prepare student survey Things I Do To Take Care of Space and Furnishings.	S.M.10
When there is orderliness or neatness in the arrangement of objects or items, a sense of spaciousness can be created.	Transition: Survey students regarding their experience and responsibility for cleaning and maintaining their home environment.	
	Summarize findings for the total class.	
Larger areas of open space and fewer items to attract attention produce a restful environment.	Ask: How often is this task completed?	
	How much time and energy is needed to do the task?	
Cleanliness refers to freedom from dirt and impurities.	What are the reasons for doing each of the tasks?	
A variety of tasks are carried out to keep spaces and furnishings clean.	With the assistance of the students, select a number of cleaning tasks to study in greater detail.	
	Allow students to select tasks they would be interested	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Cleaning tasks are done to keep space and furniture free from germs and dirt. An environment free from dirt and germs is more likely to maintain the health of people using the space.	in studying. Students might work in teams or as individuals.	
	Tasks or problems which might be investigated are suggested in the support material.	S.M.11 S.M.12
Cleaning tasks are done to add to the life of the materials and furnishings in the environment.	The teacher might act as a consultant to the groups and coordinate their reports to the total class. Demonstrations might be given by students and teacher.	
Cleaning tasks are done to add to the feeling of satisfaction people experience when they are in the space.	As the demonstrations and reports are presented, identify occupations which utilize the skills and services being demonstrated.	

S. M. 1 SIMULATED ENVIRONMENT ACTIVITY

Assume the following housing situation: a home, a space of 9 x 8 feet within that home, the furnishings and objects necessary to carry out the activities listed below.

Arrange space with items needed for activities.

Each scene can be enacted for 1 - 3 minutes or longer, depending on the students' characteristics.

At the conclusion of each scene, collect information to complete the chart. The teacher may record on chalkboard or larger chart.

The following questions are suggested to stimulate student thinking.

1. What are the physical aspects of this environment?
2. Describe the relationship or interaction you had with the other people.
3. Were you able to carry out the activity? How did you feel about the situation? Were you able to concentrate on what you were doing?

Summary: What effect did the physical environment have on your ability to do the task? What effect did the other people have on your ability to complete and enjoy the task?

Choose someone for each of the activities listed below.

Scene I: _____ Talking on the telephone with a friend

_____ Reading (Select something interesting to you.)

Scene II: _____ Sweeping, dusting, and general cleaning of area

Continue with activities in I and add those suggested.

Scene III: _____ Practicing dribbling a basketball or doing jumping jack exercise or similar physical activity

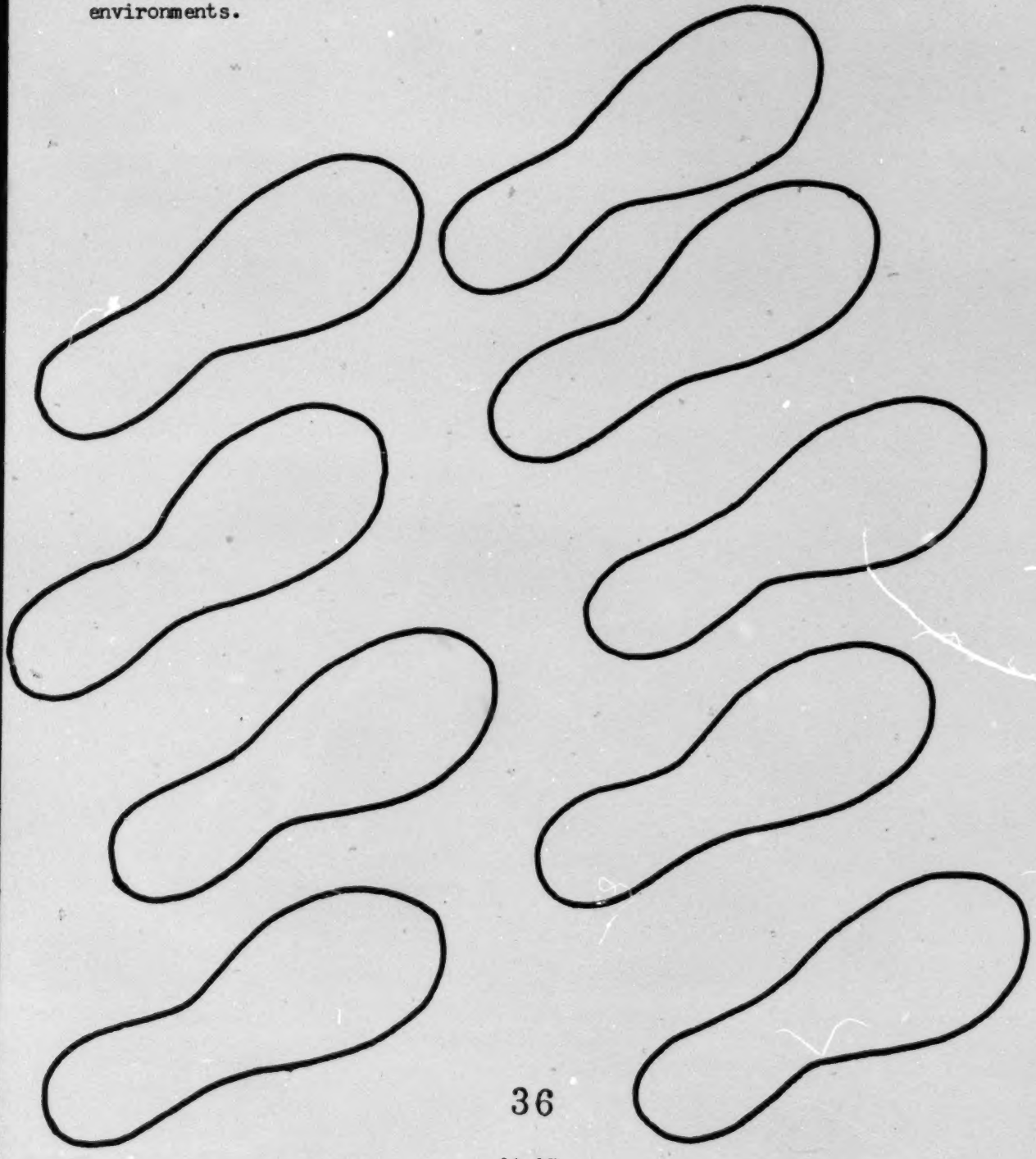
Continue with activities in II and add those suggested.

Continue all for 4 minutes.

Scene	Physical Aspects of the Environment	Social Aspects of the Environment	Psychological Aspects
I.			
II.			
III.			

S. M. 2 MY ENVIRONMENTS

Where have you been? Where do you go? What are your environments? Retrace your footsteps for a day in your life, perhaps today, to find the answer. As you think of each place, sketch a symbol to represent your environments, one per footprint. Or, just write a word in each. One footstep might have a bed in it, another a kitchen. The next one might show a car or bus and then a school or classroom. Think of where you've been and what makes up your environments.



S. M. 3 MY FAVORITE HOUSING ENVIRONMENT

Consider all of the housing environments you have experienced. Which is your favorite? What do you like about it? How do you feel when you are in it? Close your eyes and concentrate; picture it in your mind.

Now describe this favorite environment. What are its physical aspects? color, shape, size, materials, objects? What are its social aspects? Is it people-packed or private? Do you think in that environment? Use words, pictures, or sketches to tell about this environment.

S. M. 4 THOUGHTS OF A HOUSE

I'm a house. Some people may see only wood, bricks, and plaster when they look at me, but I'm much more than that. I'm a home with feelings and concerns for the people that live within my walls. When you think of a house you probably think of only the shelter that it provides. It is true that shelter is very important and that people must have a place for protection, a place to rest and get well, and headquarters for family life. I guess you could call these my foundation stones, for if these things are not met, people are not interested in the other benefits that I can provide. Once I have filled the physical needs of my inhabitants, I go to work satisfying other needs.

O.K. So you are asking yourself, "What does this place really do for people?" Perhaps I'll explain my work better by telling you about two families that have lived within my walls. The Nelsons and Locks had very different ideas about what was necessary to have a satisfying life.

The Nelsons did some interesting things to meet their needs. Each room of my interior was spotless. They pulled out the cabinets and installed a dishwasher. They also arranged the kitchen so that there was adequate storage for everything. They changed some of the space so that each of their four children had a room of her/his own. They felt that privacy was an important part of their children's needs. It was also very important to the Nelsons that each member of the family have an understanding of who he/she was and what he/she wanted out of life. (These needs are considered to be psychological.) Mr. Nelson found expression by working on my lawn and creating beauty with flowers and shrubbery. The young Nelsons grew up and left home under my guidance. Mr. and Mrs. Nelson found they no longer needed my spaciousness to fulfill their family's needs and moved.

The Locks were my next residents. My, how things changed! The Locks were very social beings. My walls were always filled with family and friends taking part in some activity. I'm still clean, but not free from clutter. Mr. and Mrs. Lock always have time to stop what they are doing and help the children and their friends as they attempt to complete one of their numerous projects. I'm often the meeting place of the community organizations to which the family belongs. My lawn and shrubbery have lost the magazine picture look and show the result of several young hands learning about nature and how things grow.

It isn't like me to overemphasize my own importance—I'm sure you realize that—but I am the place where many needs are met. For both the Nelsons and Locks I changed from a "house" to a "home." I was able to meet their needs for protection and a place to rest and get well. I was adapted and changed to meet other needs which each family considered important.

S. M. 5 COLOR AN ENVIRONMENT

The environment I want to color is _____

_____

The things I want to do in this environment are:

_____

_____

_____

_____

_____

_____

_____

The color or colors that I would like to use are:

Name _____

Value _____

Intensity _____

Samples of color or colors

Every color provides some stimulation of the senses. How much attention would your favorite color attract? Is it restful or exciting? Write the name of the color on the line below where you think it belongs.

_____

Low stimulation (restful, does not attract attention)

High stimulation (exciting, attracts attention)

Will your favorite color provide the level of stimulation you want for the activities listed? Explain.

S. M. 6 SPACE ACTIVITY FURNISHINGS

My space is called _____ It is located _____

I share this space with _____

Activities which I carry out in this space	Furnishings which help me to carry out activities
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

S. M. 7 CASE STUDY

Part I (Decide whether the room is occupied by boys or girls and adapt the case study accordingly.)

Patti/Paul and Sarah/Steve share a room in their family home. Sarah/Steve is a third grader and Patti/Paul is in junior high school. The room they share is about 15 feet long and 12 feet wide. It has two closets—one located here and the other located at the end of the room. Two windows face the front yard and another window is on the side. The boys or girls use the room for the following activities: sleeping, dressing, homework.

The beds are placed in these positions and the dresser, which is shared, is placed at this point. Sarah/Steve has a table beside the bed which is loaded with books and other personal belongings. Both of the boys/girls use the room to read and carry out personal activities which they enjoy (model building and visiting and working with friends). Patti/Paul (the junior high school student) also uses the room and the telephone to talk with her/his friends.

Part II

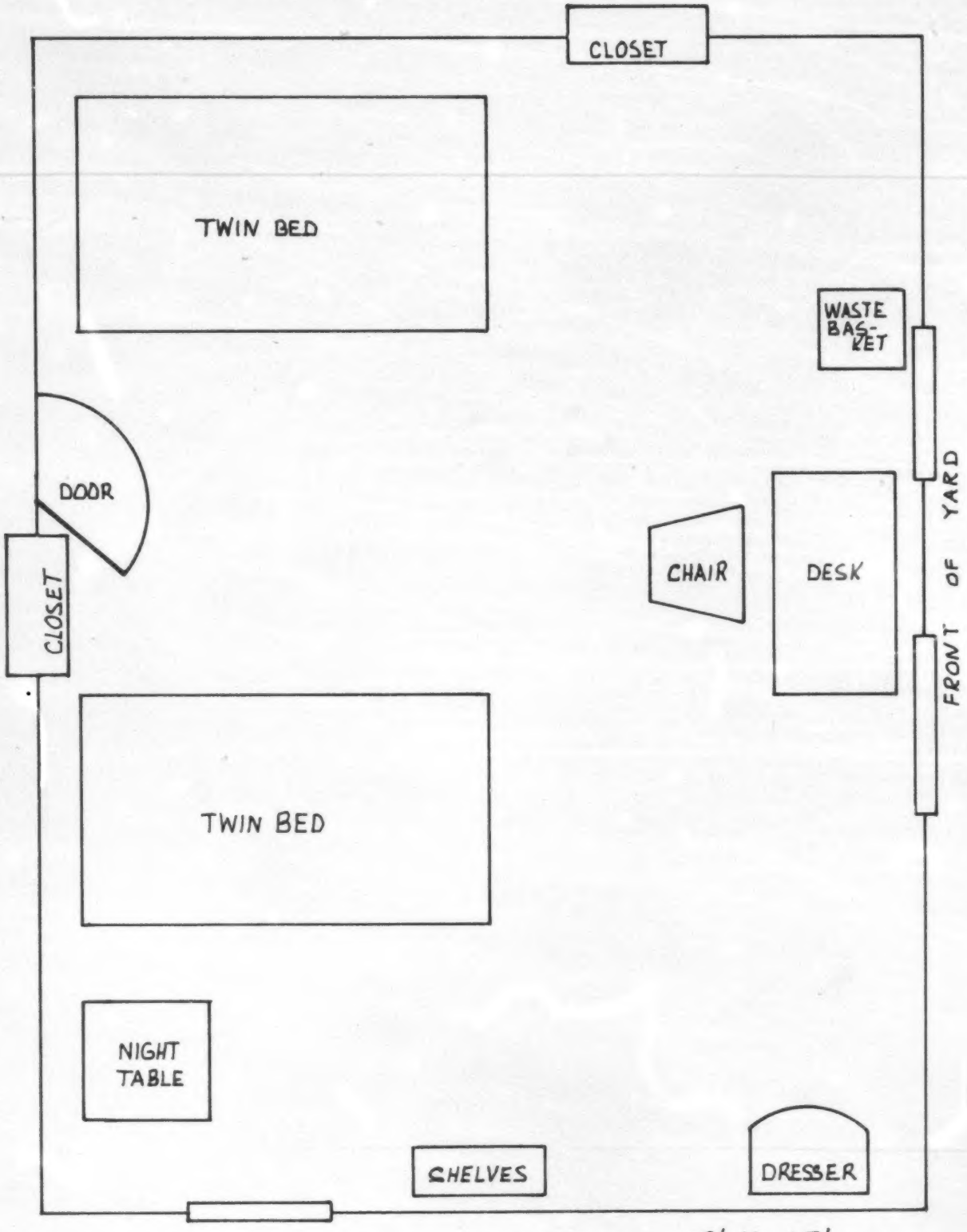
Let's look in on Patti/Paul (the older) as he/she comes into the room after school. I'll trace the path her/his footsteps might take as he/she goes about her/his activities. Will you watch closely and think about the furnishings and their arrangement in helping her/him to carry out the particular activity.

Patti/Paul enters the room with her/his hands full of packages and walks over to her/his bed and puts them down. Then he/she moves to the desk and clears off the surface. It has some books on it and a couple of crumpled sheets of paper which he/she used in trying to do last night's math. Patti/Paul puts the paper in the wastebasket and puts the books on the floor under the desk.

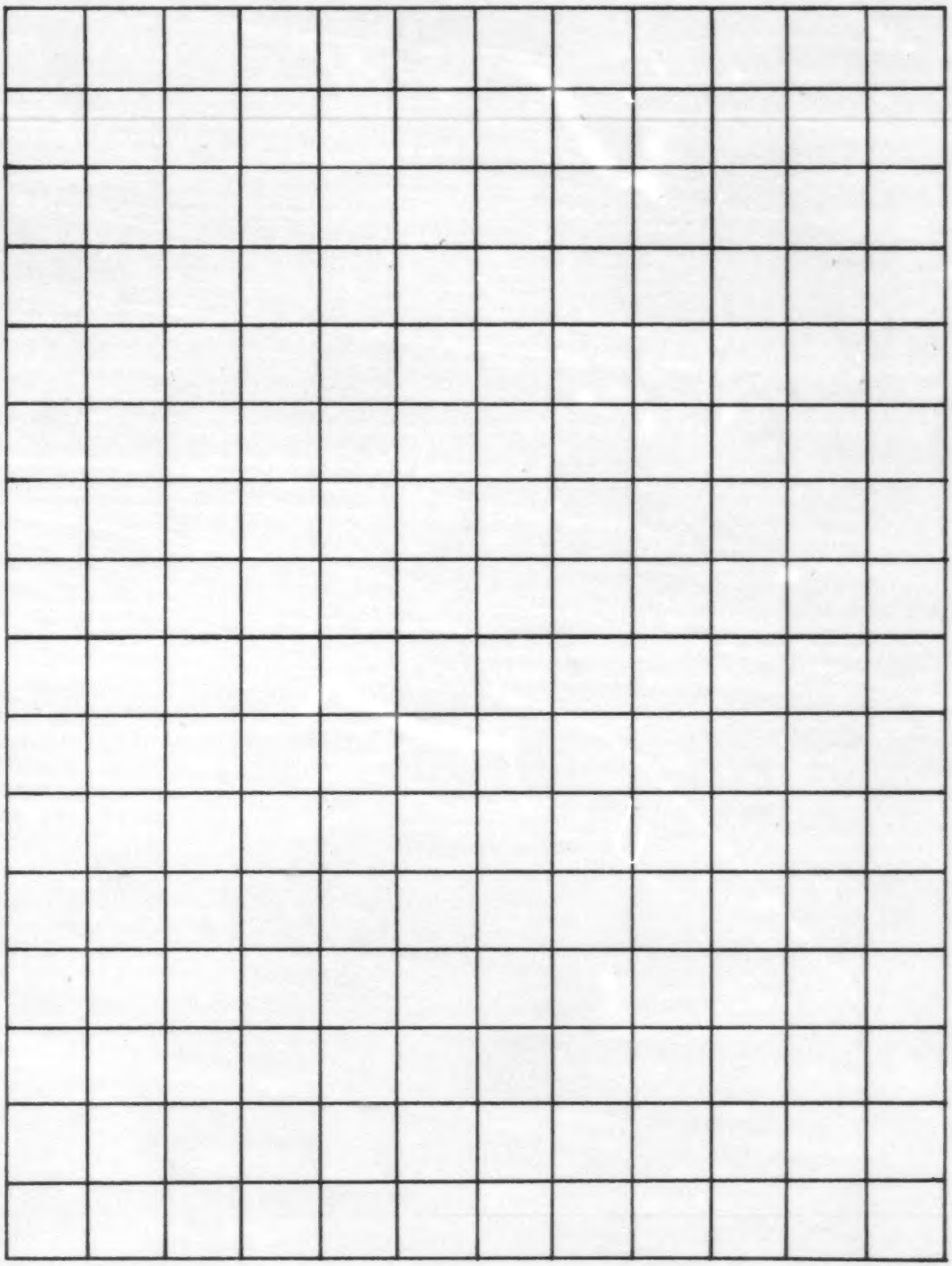
He/she then gets the package from the bed and sits down at the desk and unwraps it. The paper is rolled up into a ball and tossed at the wastebasket, but he/she misses it and so it lies a few feet from the basket. After reading the directions for assembling the _____, Patti/Paul walks over to the chest of drawers (file cabinet, large box with shelves) and gets several small bottles of paint, some paint brushes and a container of solvent. These he/she carries back to the desk and puts down, then he/she goes back to the storage area and gets several newspapers and several tubes of cement and goes to work at the desk. He/she works for 30 minutes until the phone rings. He/she reaches across the bed and answers it and then goes back to work at her/his desk. In approximately 20 minutes, Patti/Paul has finished the first part of the assembly procedure. Now things must dry and set before he/she can do anything else. He/she returns the materials to the storage spot, picks up the newspaper and walks over to the basket and puts all the waste paper into it.

Patti's/Paul's father calls at this moment and reminds her/him that it is 5:30 p.m. and time to help with some things downstairs.

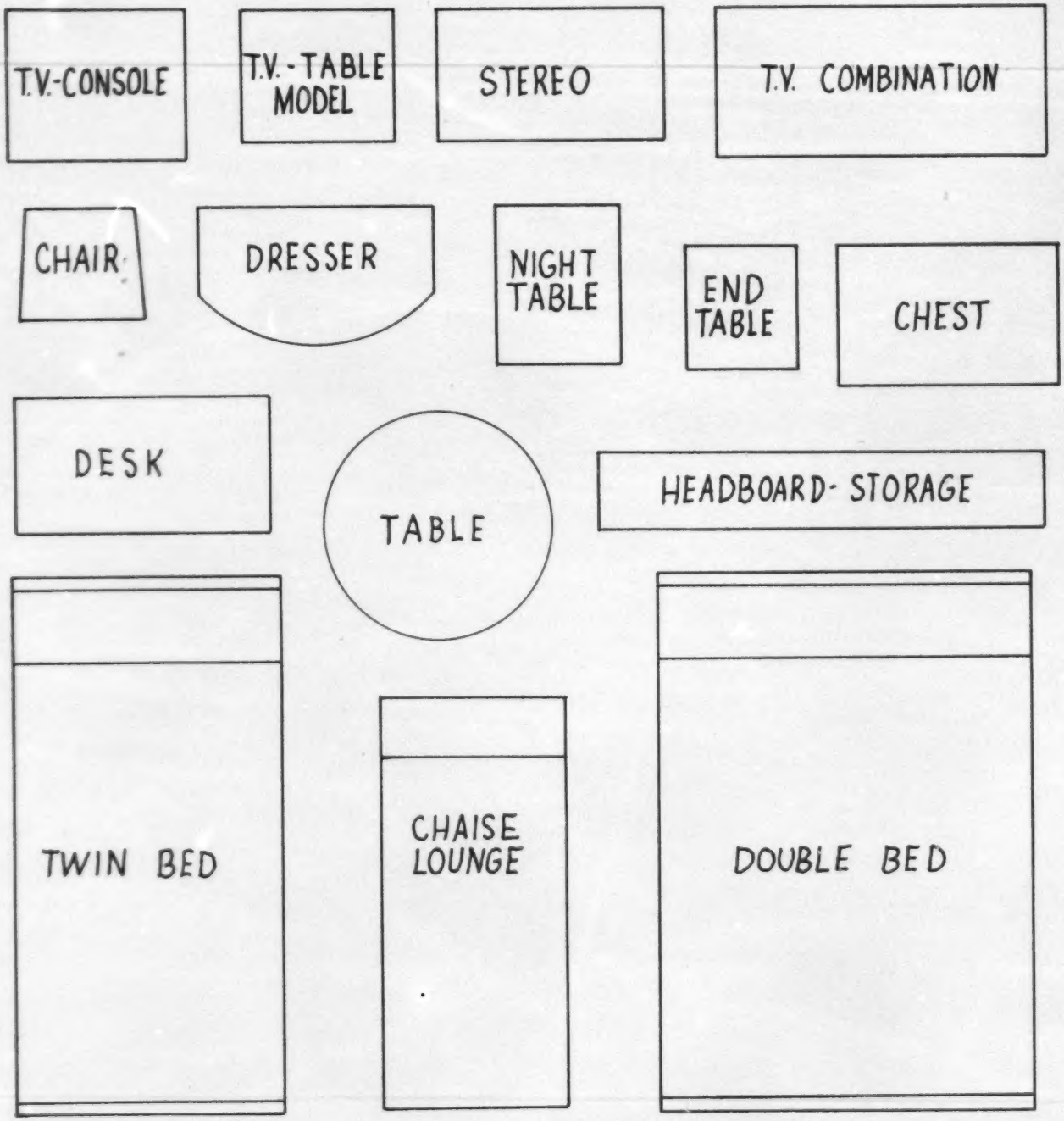
S. M. 8 TRANSPARENCY FOR CASE STUDY



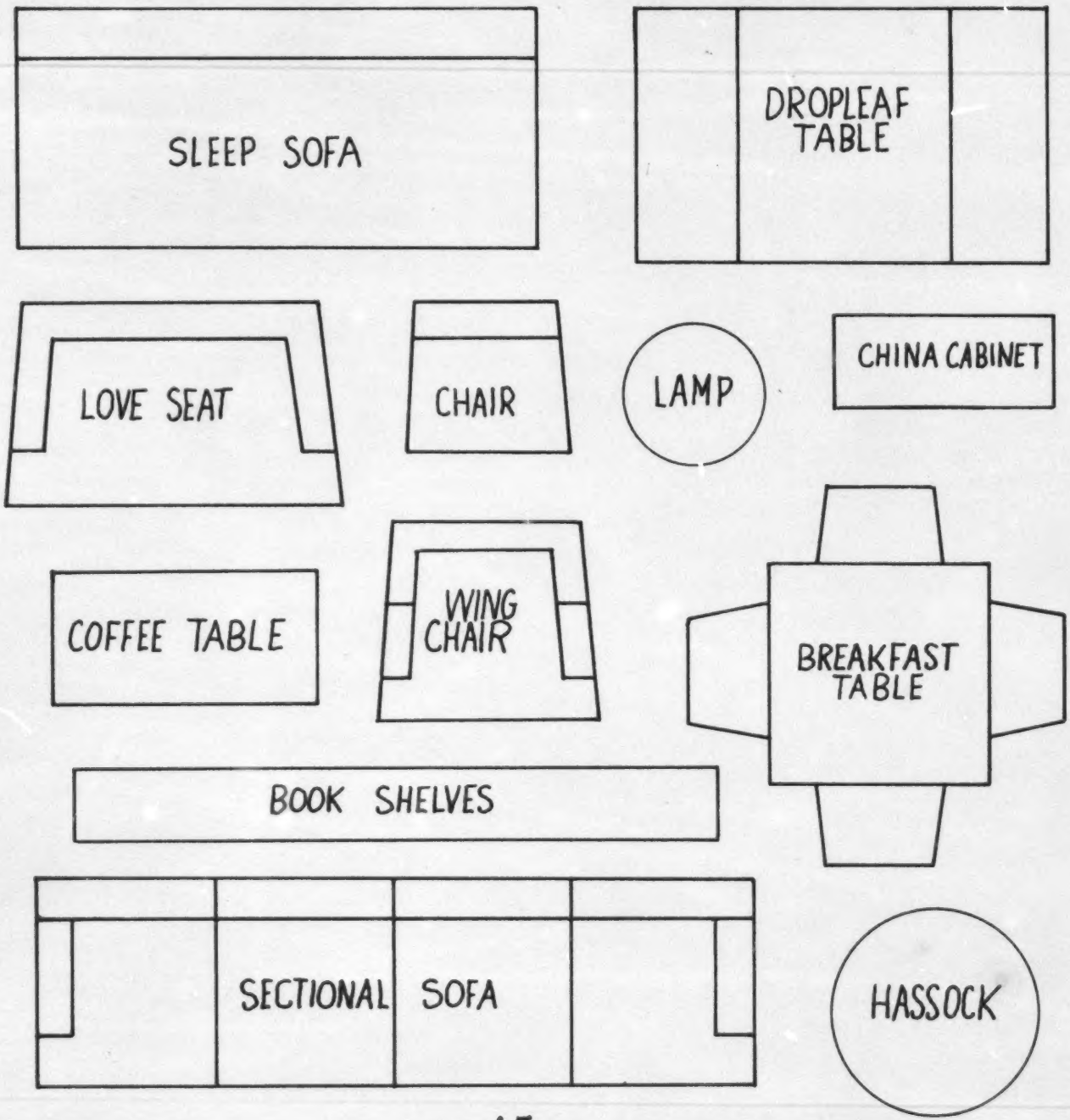
S. M. 9 GRID FOR SCALE DRAWINGS (Scale: $\frac{1}{2}$ inch = 1 foot)



S. M. 9 (cont'd) FURNITURE TEMPLATES (Scale: $\frac{1}{2}$ inch = 1 foot)



S. M. 9 (cont'd) FURNITURE TEMPLATES (Scale: $\frac{1}{2}$ inch = 1 foot)



S. M. 10 THINGS I DO TO TAKE CARE OF SPACE AND FURNISHINGS

	Do Every Day	Do Once a Week	Do Occa-sionally	Have Never Done
Wash the windows				
Change light bulbs				
Sweep floors				
Vacuum floors and rugs				
Wax floors				
Mop or scrub floors				
Dust furniture and accessories				
Wax and polish furniture				
Pick up and put away books, papers, rugs, clothing, towels, linens, etc.				
Empty wastebaskets				
Clean sinks, tubs, toilet bowls				
Make beds				
Water plants				
Other				

S. M. 11 INDIVIDUAL STUDY PROJECTS: MAINTAINING A SPACE AND FURNISHINGS

Suggested tasks for further study:

1. Removing stains from porcelain enamel sink

2. Removing stains on chromium plated fixtures

3. Dusting with a pre-treated cloth made at home

   a. soft lintless cloth
   b. 2 tablespoons furniture polish
   c. jar or covered can

   Dusting with commercial product and cloth

   Dusting with treated duster of paper or cloth

4. Waxing furniture

5. Polishing furniture

6. Operating a vacuum cleaner - usefulness for various tasks

7. Cleaning windows and glass

   a. home prepared solution
   b. commercial solution

8. Efficient, effective sweeping and dust mopping

9. Bed making

S. M. 12 CLEANING EQUIPMENT AND PRODUCTS

Did early families have to worry about cleaning their caves or tree shelters?

Perhaps their tasks were simpler in one respect, since the list of products and equipment for cleaning was not so large. Today there are a variety of items which appear to give similar results. Each person has her/his favorite. Perhaps one person dusts with a worn pillowcase or T-shirt that is too small. Someone else might use a cannister type vacuum cleaner. It is up to you to make the decision. Some ideas that may help you decide include:

(Show transparency of equipment. Have students select items they feel are essential.)

There are many tools which are nice to have but not absolutely necessary for a clean home. Points to help you consider the need of an item are... (Put on chalkboard.)

1. Area to be cleaned Cleaning equipment that can be used for only one job is usually not practical unless there is an extremely large area to be cleaned. For example, if you have only a 8 x 6 kitchen floor that needs to be waxed, it may not be practical to have an automatic waxing and buffing machine.

2. Function of the equipment If money is limited, it is wise to consider a cleaning tool that will have more than one function. It would be nice to own a carpet shampooer; but if shampooing a carpet is a seasonal job, it would be more economical to rent this equipment. If carpet shampooing is done more frequently, the shampooer may be a convenience.

3. Amount of time and energy required to use the equipment The convenience of the equipment must also be considered. A machine that does a cleaning job in five minutes would not be very practical if it takes thirty minutes to get it ready to use.

4. Storage area available for cleaning equipment If there is inadequate storage area, cleaning equipment may contribute to clutter rather than to orderliness.

5. Cost of the item Many items are available in a wide variety of prices. In order to be practical, an item must fit into your budget.

6. Desired end result Since values enter into decisions about cleaning equipment, it is important to recognize the end result for which you strive. If it is important to you to have furniture free from dust, you will need equipment that will keep it that way.

Cleaning products guaranteed to clean just about anything are available. For wise selection of products, knowledge of the ingredients the products contain is helpful.

The common ingredients in cleaning products are: alkalis, acids, detergents, abrasives, bleaches, sanitizers, and spirit solvents.

Ammonia and baking soda are the best known alkalis. Their greatest asset is removing dirt without rubbing.

Acids are cleaning products readily available in the home. Acids vary from mild (vinegar and lemon juice) to moderate (hydrochloric) to very strong (oxalic, sulfuric, sodium sulphate). Cream of tartar is often used to sweeten coffeemakers and brighten aluminum. Acids are also very helpful in removing hard water deposits.

Detergents are alkalis which help to loosen dirt. When suds appear, you know that some detergent has been added.

Abrasives wear off dirt by rubbing. Examples of abrasive materials are sandpaper, plastic mesh, and steel wool. You can recognize an abrasive by feeling it. Caution needs to be used with abrasives, as continued use can scratch the surface.

Bleaches remove stains but, again, caution must be observed and directions followed. Bleach, like alkalis, will darken aluminum.

Sanitizers kill bacteria and deodorize surfaces by killing the germs that cause the odor.

Spirit solvents are similar to dry cleaning fluids. Their purpose is to remove oily substances from surfaces where water would be harmful.

Following the directions on the label is of extreme importance. By reading the directions, you should know exactly how to use the products and what they can do.

When reading the label, be sure to pay attention to the following:

1. Time cleaning products should be in contact with surface
   Prolonged contact may ruin the surface.

2. Amount of cleaning product to use
   Using more of the product than necessary is expensive and may ruin the surface.

3. Temperature of the cleaning solution
   Best results are obtained by following the suggested temperature. Warm solutions usually produce more satisfactory results.

4. Scrubbing action
   How much effort will you have to add to the cleaning product for the desired result?

Now that you are informed about the selection and use of cleaning products and tools, you should have some idea about the care of equipment. For best results, follow the directions supplied by the manufacturer.

Following directions and using correct storage will contribute to satisfaction derived from cleanliness.

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